

Make 'n Take



Name of Make 'n Take: **The Pass System**

Theme and Topic: **History – The First Nations' Traditional Lifestyle Change**

Names of Teachers: **Lois Delorme, Jaime Balon, Jodi Hawken**

Name of School: **Ocean Man Education Centre – Ocean Man First Nation**

Grade: **4**

Date: **March 1, 2010**

Materials: For each child:

8.5" x 11" piece of felt or foam	17cm x 21cm piece of paper
2 feathers	8 beads (2 red, 2 yellow, 2 white, 2 black)
yarn	glue

Procedure:

1. Group discussion – What are "Passes"? Why do we need passes now? Brainstorm where they would need "passes" in their lives today.
2. Explain the pass system and how it is used to control movement. (brought in place due to fear of collaborative war).

3. Show what the passes look like handout a copy of Appendix I - Pass and Permit Samples for Indian Agent Activity – page 91 Grade 4 Treaty Resource guide so the students see the real passes used to control movement of First Nations people when they left their reserves during 1885 - 1951. More information on the pass system will be in the Teacher Information pages in Topic Three in the guide.
4. Student information – Let the students it was in place from the Riel Rebellion until 1951. This was never bound by law but enforced by the Indian Agents and the North West Mounted Police (now the Royal Canadian Mounted Police).
5. Question and Answer – Students must understand how “passes” controls movement. We are now going to do this in our class. We will find out “pass” system works by using it in everyday situations throughout the day (i.e. going to the bathroom, using the phone, leaving the room, etc...).
6. On each paper you need name, date, time and locations. Before gluing paper down, laminate it so that it is reusable for each time. See the picture above.
7. Role play how each time you want to go somewhere you must get approval and signature.

***Note to teacher:** Explain to students that First Nations people needed to tell the Indian Agent exactly where they were going and when they would be back on the reserve before he would approve and sign the pass.
8. *Explain that when First Nations people were caught off the reserve without a pass they would be jailed for a minimum of 3 – 60 days. Implement in the classroom for a minimum of 2 days. Penalty for not following Pass System will result in “jail time” ie: a corner, with no movement.
9. After activity is complete, have students reflect in their journal how they felt and what they thought about the Pass System.
10. If possible, invite in an elder to speak about oral stories relating to the pass system.

***An example to a pass to use in the simulation is attached.

Pass System

Name: _____

Date: _____

Time: _____

Bathroom ☐

Need Help ☐

Get drink ☐

Get resources ☐

Use phone ☐

Signature: _____